

### Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

*Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.*

| 1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system? |                                       |         |  |         |                |         |            |
|---|---------------------------------------|---------|--|---------|----------------|---------|------------|
| Indicator Targets   | Does not meet standard                |         | School has received a 'D' or 'F' for the most recent school year OR has received a 'D' for the last two consecutive years. |         |                |         |            |
|   | Approaching standard                  |         | School has received a 'C' for the most recent school year.   |         |                |         |            |
|   | Meets standard                        |         | School has received a 'B' for the most recent school year.   |         |                |         |            |
|   | Exceeds standard                      |         | School has received an 'A' for the most recent school year.  |         |                |         |            |
| School Rating   | Year 1                                | Year 2  | Year 3   | Year 4  | Year 5         | Year 6  | Year 7     |
|   | 2010-11                               | 2011-12 | 2012-13  | 2013-14 | 2014-15        | 2015-16 | 2016-17    |
|   | DNMS                                  | ES      | DNMS   | DNMS    |                |         |            |
| Sub-ratings   | Sub-ratings                           |         |  |         | Points         | Result  | Sub-rating |
|   | Elementary/Middle School Letter Grade |         |  |         | 0.5            | F       | DNMS       |
|   | High School Grade Letter Grade        |         |  |         | Not Applicable |         |            |

The Indiana State Board of Education awarded Padua Academy an **F** for its 2013-14 school year performance. A school receives its final letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

#### State Accountability Results

In Spring 2014, 60.4% of Padua Academy students passed the English/Language Arts portion of ISTEP+, while 48.5% of students passed the Mathematics portion.

In English/Language Arts, Padua Academy did not receive any bonus points for high growth in either super subgroup. However, the school did not receive any penalties for overall low growth.

In Mathematics, the school did not receive any bonus points for high growth in either super subgroup. However, the school also received a penalty for overall low growth.

Based on its ISTEP+ proficiency levels and its bonuses and penalties, the school received a **F** for the 2013-14 school year and received a **Does Not Meet Standard** on the Office of Education Innovation (OEI) performance framework.

#### English/Language Arts

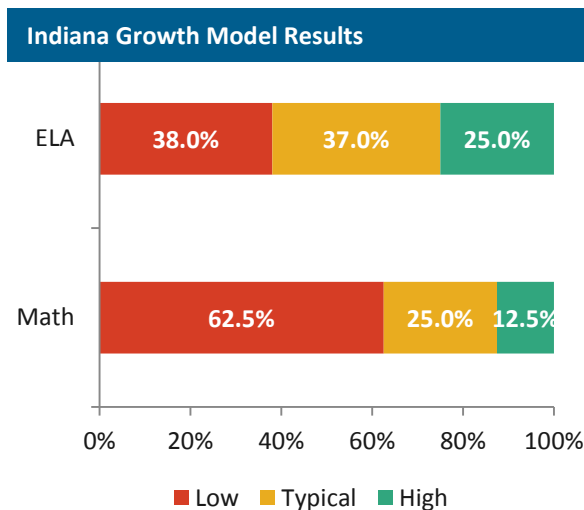
|             |   |                 |   |                   |
|-------------|---|-----------------|---|-------------------|
| <b>F</b>    | + | No Growth Bonus | - | No Growth Penalty |
| Proficiency |   |                 |   |                   |

#### Mathematics

|             |   |                 |   |                             |
|-------------|---|-----------------|---|-----------------------------|
| <b>F</b>    | + | No Growth Bonus | - | ↓<br>Overall Growth Penalty |
| Proficiency |   |                 |   |                             |

| 1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model |  |  |               |                |               |               |               |
|--|--|--|---------------|----------------|---------------|---------------|---------------|
| <b>Indicator Targets</b>   | <i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i> |  |               |                |               |               |               |
|  | Does not meet standard   | Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth). |               |                |               |               |               |
|  | Approaching standard   | Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).      |               |                |               |               |               |
|  | Meets standard   | Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).      |               |                |               |               |               |
|  | Exceeds standard   | Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).  |               |                |               |               |               |
| <b>School Rating</b>   | <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b> | <b>Year 4</b>  | <b>Year 5</b> | <b>Year 6</b> | <b>Year 7</b> |
|  | 2010-11  | 2011-12  | 2012-13       | <b>2013-14</b> | 2014-15       | 2015-16       | 2016-17       |
|  | AS   | MS   | DNMS          | DNMS           |               |               |               |

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see page 19 of the expanded criteria of the OEI performance framework.

In 2013-14, 62.0% of Padua Academy students made typical or high growth in English/Language Arts, while 37.5% made those gains in Mathematics.

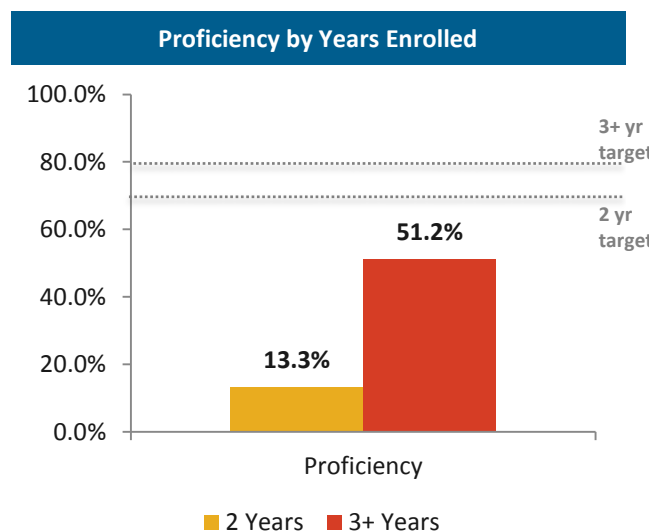
As shown in the table below, a weighted average across both subjects shows that 49.5% of students at Padua Academy made sufficient gains in 2013-14. Thus, the school received a **Does Not Meet Standard** on the OEI performance framework.

| Subject                 | Low Growth | Typical Growth | High Growth | Total Sufficient |
|-------------------------|------------|----------------|-------------|------------------|
| English/Language Arts   | 38.0%      | 37.0%          | 25.0%       | 62.0%            |
| Math                    | 62.5%      | 25.0%          | 12.5%       | 37.5%            |
| <b>Weighted Average</b> |            |                |             | <b>49.5%</b>     |

| 1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school? |                        |   |               |                |               |               |               |
|---|------------------------|---|---------------|----------------|---------------|---------------|---------------|
| <b>Indicator Targets</b>  | Does not meet standard | Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.           |               |                |               |               |               |
|   | Approaching standard   | At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments. |               |                |               |               |               |
|   | Meets standard         | At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments. |               |                |               |               |               |
|   | Exceeds standard       | At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments. |               |                |               |               |               |
| <b>School Rating</b>  | <b>Year 1</b>          | <b>Year 2</b>   | <b>Year 3</b> | <b>Year 4</b>  | <b>Year 5</b> | <b>Year 6</b> | <b>Year 7</b> |
|   | 2010-11                | 2011-12   | 2012-13       | <b>2013-14</b> | 2014-15       | 2015-16       | 2016-17       |
|   | Not Evaluated          |   |               | <b>DNMS</b>    |               |               |               |

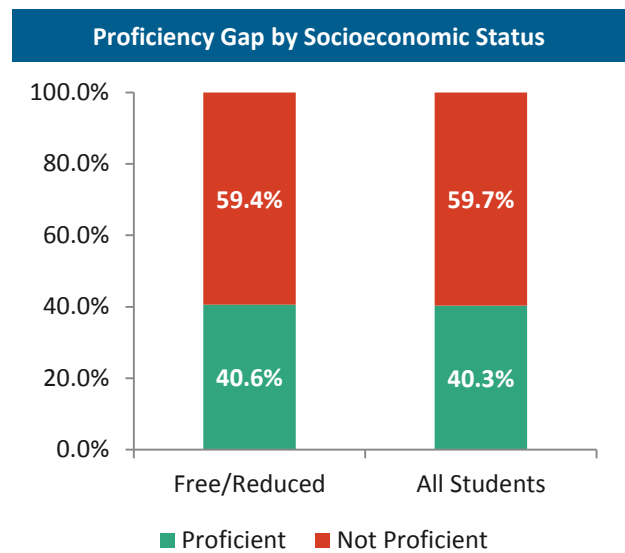
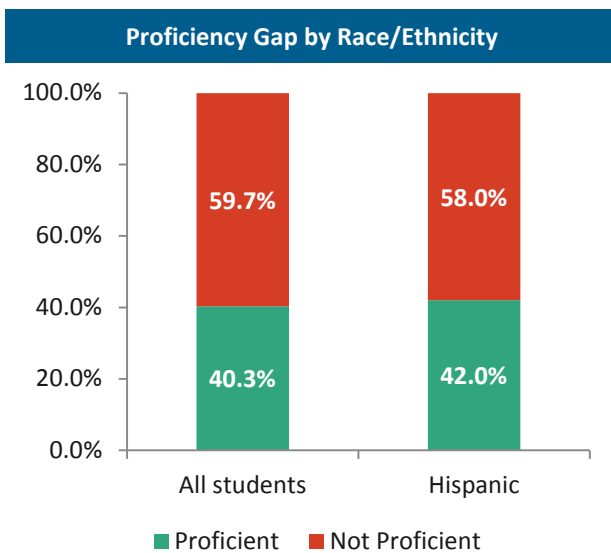
Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

Of those students enrolled at Padua Academy for two years, 13.3% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 51.2% were proficient on both subjects. Thus, the school earned a **Does Not Meet Standard** on the OEI performance framework.



| 1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds? |                        |  |         |               |         |         |         |
|--|------------------------|--|---------|---------------|---------|---------|---------|
| Indicator Targets  | Does not meet standard | School has more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.    |         |               |         |         |         |
|  | Approaching standard   | School has no more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses. |         |               |         |         |         |
|  | Meets standard         | School has no more than 10% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses. |         |               |         |         |         |
|  | Exceeds standard       | School has more than 5% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.     |         |               |         |         |         |
| School Rating  | Year 1                 | Year 2   | Year 3  | Year 4        | Year 5  | Year 6  | Year 7  |
|  | 2010-11                | 2011-12  | 2012-13 | 2013-14       | 2014-15 | 2015-16 | 2016-17 |
|  | Not Evaluated          |  |         | Not Evaluated |         |         |         |

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socceconomic status. Disaggregated performance for Padua Academy is captured below.



p

While 40.3% of all Padua Academy students were proficient, OEI was unable to examine subgroup comparisons due to a largely homogenous student population.

In order to report a proficiency level, a subgroup must have at least 30 students. Padua Academy did not enroll more than 30 students in more than one racial and socioeconomic subgroup.

Due to these small subgroup sizes, OEI was unable to calculate achievement gaps and Padua Academy was **not evaluated** on this OEI performance framework indicator for the 2013-14 school year.

| 1.5. Is the school's attendance rate strong? |                                 |               |   |                |               |                |               |
|--|---------------------------------|---------------|---|----------------|---------------|----------------|---------------|
| <b>Indicator Targets</b>                     | Does not meet standard          |               | School's attendance rate is less than 95.0%.              |                |               |                |               |
|  | Meets standard                  |               | School's attendance rate is great than or equal to 95.0%. |                |               |                |               |
| <b>School Rating</b>                         | <b>Year 1</b>                   | <b>Year 2</b> | <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b> | <b>Year 6</b>  | <b>Year 7</b> |
|  | 2010-11                         | 2011-12       | 2012-13   | <b>2013-14</b> | 2014-15       | 2015-16        | 2016-17       |
|  | Not Evaluated                   |               |   | MS             |               |                |               |
|  | Sub-ratings                     |               |   |                |               | Result         | Rating        |
|  | Elementary/Middle School Grades |               |   |                |               | 96.2%          | MS            |
|  | High School Grades              |               |   |                |               | Not Applicable |               |

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Padua Academy has an aggregate attendance rate of 96.2%, although one grade level fell below the 95% standard. Due to its aggregate rate, however, Padua Academy received a **Meets Standard** on the OEI performance framework.

**Attendance by Grade Level**

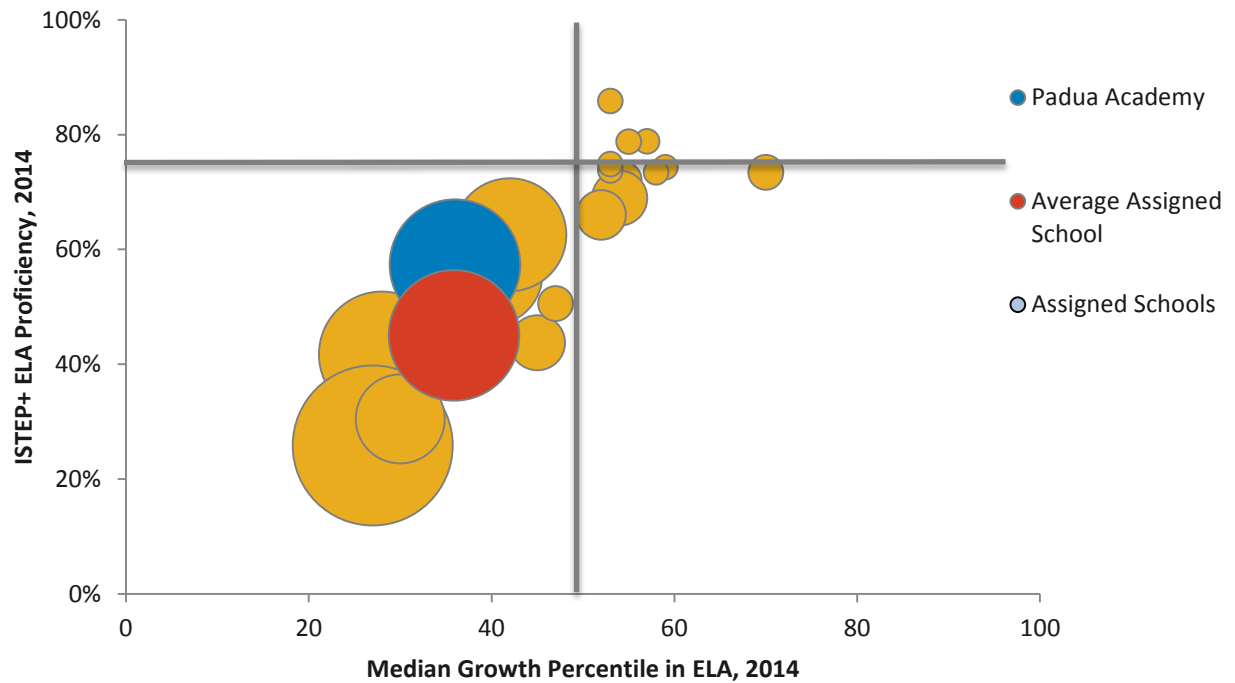
|                       |       |   |
|-----------------------|-------|---|
| Kindergarten          | 96.9% | ✓ |
| 1 <sup>st</sup> Grade | 95.4% | ✓ |
| 2 <sup>nd</sup> Grade | 96.4% | ✓ |
| 3 <sup>rd</sup> Grade | 94.9% | ✓ |
| 4 <sup>th</sup> Grade | 96.9% | ✓ |
| 5 <sup>th</sup> Grade | 97.0% | ✓ |
| 6 <sup>th</sup> Grade | 95.8% | ✓ |
| 7 <sup>th</sup> Grade | 97.2% | ✓ |
| 8 <sup>th</sup> Grade | 93.8% | ✗ |
| Overall Average       | 96.2% | ✓ |

| 1.6. Is the school outperforming schools that the students would have been assigned to attend? |                        |         |  |         |         |         |         |
|--|------------------------|---------|--|---------|---------|---------|---------|
| Indicator Targets  | Does not meet standard |         | School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend. |         |         |         |         |
|  | Approaching standard   |         | School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.      |         |         |         |         |
|  | Meets standard         |         | School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend. |         |         |         |         |
|  | Exceeds standard       |         | School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend. |         |         |         |         |
| School Rating  | Year 1                 | Year 2  | Year 3   | Year 4  | Year 5  | Year 6  | Year 7  |
|  | 2010-11                | 2011-12 | 2012-13  | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|  | ES                     | ES      | AS   | AS      |         |         |         |

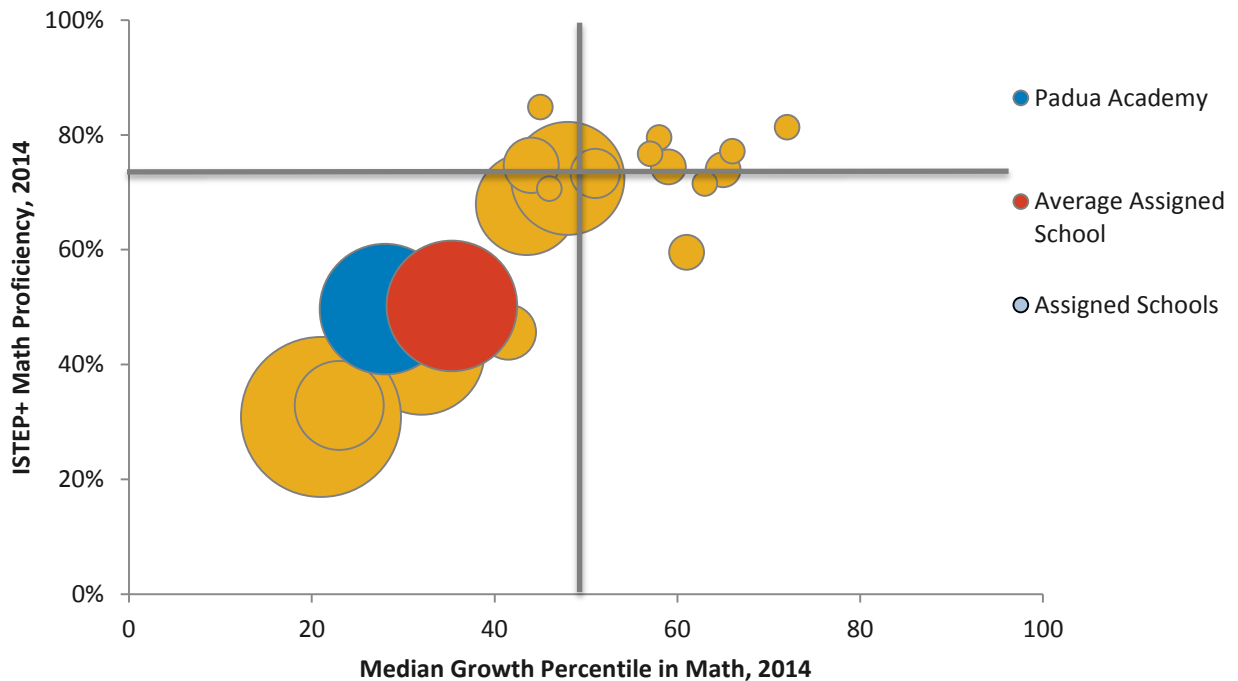
The Office of Education Innovation compared the performance of Padua Academy to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The figures on the following page display the results of this comparison. In these figures, **yellow** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend Padua Academy. The size of each **yellow** bubble is proportional to the number of students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **red** bubble represents the average performance and improvement of all assigned schools. The **blue** bubble represents the performance of Padua Academy students.

As shown below, Padua Academy students' overall proficiency outpaced that of their peers in English/Language Arts. Padua Academy students also had a higher Median Growth Percentile (MGP) in ELA.



As shown below, Padua Academy students' overall proficiency fell below that of their peers in Math, and Padua Academy students also had a lower Median Growth Percentile (MGP) in Math.



In combination, Padua Academy students outperformed their peers in two of four categories, earning the rating **Approaching Standard** for the 2013-14 school year.

### 1.7. Is the school meeting its school-specific educational goals?

|                                    |  |   |               |                |                |               |               |
|------------------------------------|--|---|---------------|----------------|----------------|---------------|---------------|
| <b>Indicator Targets</b>           | Does not meet standard   | School does not meet standard on either school-specific educational goal.   |               |                |                |               |               |
|                                    | Approaching standard   | School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal. |               |                |                |               |               |
|                                    | Meets standard   | School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.   |               |                |                |               |               |
|                                    | Exceeds standard   | School is exceeding standard on both school-specific educational goals.   |               |                |                |               |               |
| <b>School Rating</b>               | <b>Year 1</b>  | <b>Year 2</b>   | <b>Year 3</b> | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b> | <b>Year 7</b> |
|                                    | 2010-11  | 2011-12   | 2012-13       | <b>2013-14</b> | <b>2014-15</b> | 2015-16       | 2016-17       |
|                                    | Not evaluated  |   |               | <b>DNMS</b>    |                |               |               |
| <b>School-specific Information</b> | <b>Goal</b>  |   |               |                |                | <b>Result</b> | <b>Rating</b> |
|                                    | Seventh grade students returning to the school in eighth grade, who scored Pass+ on the Math portion of ISTEP+ or is recorded by their math teacher, will successfully complete Algebra I and pass the Algebra I exam. |   |               |                |                | No data       | <b>DNMS</b>   |
|                                    | Seventh grade students not on an IEP or ILP and returning to the school in eighth grade will be prepared to take freshman level English/Language Arts.   |   |               |                |                | No data       | <b>DNMS</b>   |

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2013-14, Padua Academy set its first goal around ensuring that returning students were prepared for high school math assessments. The school did not submit any school-specific goal results, and therefore received a **Does Not Meet Standard** for its first goal.

Padua Academy set its second goal around ensuring that returning students were prepared for high school English assessments. The school did not submit any school-specific goal results, and therefore received a **Does Not Meet Standard** for its second goal.

Overall, Padua Academy received a **Does Not Meet Standard** on the OEI performance framework for this indicator.

#### School Mission Statement

Padua Academy will educate students to become self-sufficient and productive leaders who are ready to succeed in a diverse global society.